

Fifth Grade-Tennessee History and the History of the US: Industrialization to the Civil Rights Movement

Quarter 1 Curriculum Map Scope and Sequence

Topic	Week	Weekly Focus	Standards
Geographic Awareness	Week 1:	Students will practice map skills and other geographic awareness skills.	
Indigenous Settlements in Tennessee and Pre-colonial Tribes in Tennessee	Week 2: Chapter 1	Students will also identify the cultures of the major indigenous settlements in Tennessee, including: The Paleo (Coats-Hines Site), Archaic, Woodland (Old Stone Fort, Pinson Mounds), and Mississippian (Chucalissa Indian Village).	5.27
Indigenous Settlements in Tennessee and Pre-colonial Tribes in Tennessee	Week 3: Chapter 1	Students will also identify the cultures of the major indigenous settlements in Tennessee, including: The Paleo (Coats-Hines Site), Archaic, Woodland (Old Stone Fort, Pinson Mounds), and Mississippian (Chucalissa Indian Village).	5.27
Indigenous Settlements in Tennessee and Pre-colonial Tribes in Tennessee	Week 4: Chapter 2	Students will identify the pre-colonial American Indian tribes residing in Tennessee (e.g., Cherokee, Chickasaw, Creek, and Shawnee), and analyze their various customs and traditions.	5.28
Indigenous Settlements in Tennessee and Pre-colonial Tribes in Tennessee	Week 5: Chapter 2	Students will identify the pre-colonial American Indian tribes residing in Tennessee (e.g., Cherokee, Chickasaw, Creek, and Shawnee), and analyze their various customs and traditions. Students will also explain how the name “Tennessee” originated from the Yuchi language, referring to where the rivers come together.	5.28
Proclamation of 1763 and Watauga Compact	Week 6: Chapter 3	Students will explain how the Cumberland Gap and Wilderness Road influenced migration into the Tennessee region following the Proclamation of 1763. Students will also explain the significance of the Watauga Settlement on Tennessee history, including the following: Watauga Compact, Dragging Canoe, John Sevier, and Nancy Ward.	5.29, 5.30
Watauga Compact and Cumberland Settlements	Week 7: Chapter 3	Students will explain the significance of the Watauga Settlement on Tennessee history, including the following: Watauga Compact, Dragging Canoe, John Sevier, and Nancy Ward.	5.30
Watauga Compact and Cumberland Settlements	Week 8: Chapter 4	Students will also describe the founding of and the obstacles faced with the establishment of the Cumberland Settlements, including: The Battle of the Bluffs, John Donelson, and James Robertson.	5.31

Tennesseans and the American Revolution and the Lost State of Franklin	Week 9: Chapter 4	Students will explain the importance of Tennesseans (i.e., Overmountain Men) in the Battle of Kings Mountain during the American Revolution.	5.32
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Quarter 1 Curriculum Map Scope and Sequence

What Will Fifth Grade Students Learn This Year?

Fifth grade students will learn about challenges facing the United States during the 19th and 20th centuries, with an emphasis on major American wars and events that changed our history. Students will study industrialization and significant events of the Gilded Age and Progressive Era. Students will explore the nation's growing role in world affairs during World War I and World War II. In addition, students will analyze structures of power and authority. Finally, students will examine and describe the key events and accomplishments of the post-war period and Civil Rights Movement. Students will use geographic tools to locate and analyze information about people, places, and environments in Tennessee and the U.S.

Planning with the Curriculum Map

The purpose of curriculum maps is to help teachers pace the year to ensure all the standards within a course will be addressed and taught. Curriculum maps offer a sequence for delivering content and provide a clear scope for what must be taught to all students based on the Tennessee Social Studies Standards. Please keep in mind that the curriculum map is meant to be a component of effective planning and instruction; it is not meant to replace teacher planning or instructional practice.

Weekly Guidance for Gibbs Smith: The United States Though Time-5th Grade

The K-5 Social Studies curriculum maps provide weekly guidance to support teachers in their teaching. In an effort to support teachers, curriculum maps highlight the Studies Weekly anchor text, supplemental texts, primary and secondary sources, suggested instructional strategies and tasks, and suggested assessments. Although the curriculum maps allow flexibility and encourage teachers to make thoughtful adjustments, there is an expectation that all children have access to rigorous content and effective teaching practices. *It is recommended that K-2 students receive 30 minutes of instruction every other day of the week (60-90 minutes per week). It is also recommended that 3-5 students receive 30 minutes per day of social studies instruction (150 minutes per week).*

Online Access to Gibbs Smith: The United States Though Time-5th Grade

Teachers may access **The United States Though Time-5th Grade** online using the following credentials methods:

1. Go www.digital.experiencestatehistory.com and log in with username: shelby5@scs.org and password: **county**

Support Strategies

To support students in understanding various texts and primary and secondary sources, the curriculum maps suggest an array of protocols and resources to use during instruction. Some of the support strategies and connected classroom materials may be found below:

<u>Expeditionary Learning: Protocols and Resources</u>	
Back-to-Back and Face-to-Face	Final Word
Carousel Brainstorm	Fishbowl
Give One, Get One, Move On	Jigsaw

Week 1: Geography			
Essential Question(s)	Why is geography important?		
Texts	Required Texts: Open Source Documents and Britannica Digital Tool: www.school.eb.com (Username: shelby/Password: county)		
Standards			
Vocabulary	Geographers, cartographers		
Teacher Guided Text Specific & Text Dependent Questions	Geography <ul style="list-style-type: none"> • What is geography? • What are the interests of geographers? • What are the branches of geographers? • How are the branches of geography alike and different? • What is the fieldwork for geographers? • How do geographers use technology? • What is the main tool geographers use and why? 	Tennessee <ul style="list-style-type: none"> • What are the origins of the name Tennessee? • Why is Tennessee called the Volunteer State? • What is the capital of Tennessee? • What states surround Tennessee? • How does the geography of Tennessee differ from one end of the states to the other? 	United States: Geography <ul style="list-style-type: none"> • How does the size of the United States compare to the size of other countries? • What are some landscape and geographical features found in the United States? • Why are the Mississippi River and Missouri River mentioned in the text? • What are the Great Lakes?
Suggested Protocols and Resources	Back to Back Face to Face	Think, Pair, Share	Back to Back Face to Face
Extension Activities	1) After reading Geography , students will complete a Venn diagram to compare and contrast topographic maps and political maps. 2) Students will view the video Distribution of the Seven Continents (Username: Shelby/Password: county) 3) The teacher will share/ read aloud the Reading Maps PowerPoint with students. 4) Students will complete the map skills activity sheet . 5) Students will complete the United States Geography activity sheet . 6) Students will complete the longitude and latitude activity sheet .		
Additional Recourses	Building Geography Skills for Life: Printables		
Assessment	Why is geography important?		

Week 2: Prehistoric People-Chapter 1			
Essential Question(s)	What groups of people dwelled in Tennessee before it became a state? What is culture? How did the cultures of prehistoric groups change over time?		
Texts	Textbook: Gibbs Smith: 5th Grade Tennessee Through Time (Username: shelby5@scs.org Password: county)		
Standards	5.27 Identify the cultures of the major indigenous settlements in Tennessee, including: the Paleo (Coats-Hines Site), Archaic, Woodland (Old Stone Fort, Pinson Mounds), and Mississippian (Chucalissa Indian Village).		
Vocabulary	Prehistoric, Paleo People, Archaic People, archaeologists, culture		
Teacher Guided Text Specific & Text Dependent Questions	<p>Prehistoric Cultures (p. TN 4)</p> <ul style="list-style-type: none"> • What are some of the things early cultures of Tennessee had in common? • What are the components of culture? • How are tradition and culture different? <p>Prehistoric People (p. TN4)</p> <ul style="list-style-type: none"> • Why are the early people call prehistoric people? • What was the ice age? • What happened as the earth got warmer after the ice age? • <p>Paleo People (pp. TN6-7)</p> <ul style="list-style-type: none"> • What do we call the first people who came to North America? • Why did the first people move from place to place? • What are some animals the Paleo Indians hunted? • How did the Paleo Indians use the animals they hunted? • What were the roles of Paleo Indian men, women, and children? 	<p>Archaic People (p. TN7)</p> <ul style="list-style-type: none"> • How did the land and climate change over time? • What caused mammoths and other large animals to die over time? • What animals replace mammoths and other large animals? • What period stated when the Paleo Period ended? <p>Tools and Architecture (p. TN 8)</p> <ul style="list-style-type: none"> • Why did Archaic People invent new tools? • What is an atlatl? • What tools helped them capture small animals? • What Archaic People do that was an early step toward farming? • What were some different uses for the tools created by Paleo People? • Why did Paleo People move near rivers? 	<p>Tennessee’s Amazing Archaic Sites (p. TN 10)</p> <ul style="list-style-type: none"> • What do you see in the photo? • What do you think is happening in the photograph? • What do you wonder about the photograph? <p>The Eva Site (p. TN 11)</p> <ul style="list-style-type: none"> • Where was one of the largest and oldest settlements of Archaic People? • How I that locations relevant to us or other Memphians and Tennesseans? • What do archaeologists do? • Who are Eva people/ • What did archaeologists discover about the Eva people? <p>Ice House Bottom (p. TN 11)</p> <ul style="list-style-type: none"> • Where is the Icehouse Bottom located in relation to Memphis, TN? • What have archaeologist discovered at icehouse Bottom?
Suggested Protocols and Resources	Back to Back Face to Face	Think, Pair, Share	Back to Back Face to Face

Extension Activities	Students will complete a Venn Diagram to compare and contrast Paleo People and Archaic People. Students will create a timeline to detail how the earth, people, animals, and tools changed over time.
Additional Recourses	Early People/ Periods
Assessment	Students will write a letter to their teacher to describe the way of life for Paleo People and Archaic People.

Week 3: Prehistoric People-Chapter 1				
Essential Question(s)	How were the Woodland People and the Mississippian People alike and different?			
Texts	Textbook: Gibbs Smith: 5th Grade Tennessee Through Time (Username: shelby5@scs.org Password: county)			
Standards	5.27 Identify the cultures of the major indigenous settlements in Tennessee, including: the Paleo (Coats-Hines Site), Archaic, Woodland (Old Stone Fort, Pinson Mounds), and Mississippian (Chucalissa Indian Village).			
Vocabulary	Woodland Indians, Mississippian people, Chucalissa, Pinson Mounds, Old Stone Fort			
Teacher Guided Text Specific & Text Dependent Questions	<p>Woodland People (p. TN 12)</p> <ul style="list-style-type: none"> Who lived in north America after the Archaic people? How did they get food? How did they get their name? <p>New Ways of Life (p. TN 12)</p> <ul style="list-style-type: none"> What changes the way people lived? What contributed to the Woodland Indians' settlements growing larger? What tools first appeared during Woodland Indians period? What happened after Woodland people started settling in small villages? How were their needs met? <p>Rules and Leaders (p. TN 13)</p> <ul style="list-style-type: none"> Why were rules needed in larger communities? Who did the large communities need to solve problems and conflicts? What did people have to do to become a leader? 	<p>Mound Builders (p. TN 14)</p> <ul style="list-style-type: none"> What did the most advanced communities build during prehistoric years? What do mounds resemble? Who were the first to build people in Tennessee to build Indian Mounds? How did people build mounds? What were most mounds used for? Who researches mounds? What things have been found in some mounds? <p>Using the Mounds (p. TN 15)</p> <ul style="list-style-type: none"> What were some mounds used for? What has research of the mounds determined about Woodland Indians and trading? <p>The Pinson Mounds (p. TN 15)</p> <ul style="list-style-type: none"> Where is the second-highest Indian mound in the United States located? What can currently be seen at the Pinson Mounds? 	<p>The Mississippian People (p. TN 16)</p> <ul style="list-style-type: none"> Who were the last prehistoric Indians to live in Tennessee? Where did they build building? What was the most important crop of Mississippians? What were other mean of food for the Mississippians? What contributed to the quick growth Mississippians' population? <p>Keeping Order (p. TN 16)</p> <ul style="list-style-type: none"> Why was organization needed for the Mississippians'? Who led the Mississippians? What were the characteristics of the chosen leaders? <p>Chucalissa Archaeologist Site (p. TN 16)</p> <ul style="list-style-type: none"> What was Chucalissa? Where was Chucalissa built? What type of people live in Chucalissa? 	<p>Building Mounds (p. TN 17)</p> <ul style="list-style-type: none"> How were Woodland Indians and Mississippians alike? Where did Mississippians build their temples and meeting houses? How did they improve or maintain their homes overtime? Where did Mississippians build in Tennessee? <p>Mississippian Mounds (p. TN 18)</p> <ul style="list-style-type: none"> What are some things Mississippian Mounds reveal about Mississippian people? <p>Sellar' Farm (p. TN 18)</p> <ul style="list-style-type: none"> Where is Sellar's Farm located? Describe the prehistoric village. What sis archeologist find at Sellar's Farm?

	<ul style="list-style-type: none"> • What are ceremonies? • What was a council? 	<p>Old Stone Fort (p. TN 15)</p> <ul style="list-style-type: none"> • What is Old Stone Fort? • Where is it located? • What was old Stone Fort used for? • What do Archeologist believe about Pinson Mounds and Old Stone Fort? 	<ul style="list-style-type: none"> • What is currently at the site of Chucalissa? <p>Leading the Group (p. TN 17)</p> <ul style="list-style-type: none"> • What was the role of the chief? • What is a chiefdom? • What happened in a council? • What determined the length of a meeting among Mississippians? • What issued arose as the population grew? 	<p>Mound Bottom (p. TN 19)</p> <ul style="list-style-type: none"> • Where is Mound Bottom located? • Whys is the Mound Bottom significant? • What do archeologist believe about the mound bottom? • What were some things archaeologist found at mound bottom?
Suggested Protocols and Resources	Back to Back Face to Face	Think, Pair, Share	Back to Back Face to Face	Think, Pair, Share
Extension Activities	<p>Using and activity sheet, students will record notes for individually or within a group about one of the two archaeological sites in Tennessee they read about.</p> <p>Students will use a Bubble Map to detail the cultural characteristics of Woodland Indians.</p> <p>Students will complete an activity sheet to summarize key ideas about Mississippian people.</p> <p>Students will complete a graphic organizer about Mississippian people to categorize their characteristics.</p>			
Additional Recourses	<p>Woodland Indians</p> <p>Mississippian Culture: ANCIENT NORTH AMERICAN CULTURE</p>			
Assessment	<p>Students will write a paragraph to compare and contrast the Woodland Indians and the Mississippian people.</p>			

Week 4: Pre-Colonial Tribes-Chapter 2			
Essential Question(s)	How was life for people of the Cherokee nation? How did they govern themselves?		
Texts	Textbook: Gibbs Smith: 5th Grade Tennessee Through Time (Username: shelby5@scs.org Password: county)		
Standards	5.28 Identify the pre-colonial American Indian tribes residing in Tennessee (e.g., Cherokee, Chickasaw, Creek, and Shawnee), and analyze their various customs and traditions. (C, E, G, T, H)		
Vocabulary	Prehistoric, historic, pre-colonial, Cherokee Nation		
Teacher Guided Text Specific & Text Dependent Questions	<p>Pre-Colonial Tribes (p. TN 21)</p> <ul style="list-style-type: none"> Who lived in the Southeast region prior to the arrival of the first Europeans? What were the four largest tribes to live on the land? Why were the tribes known as historic tribes and not prehistoric tribes? What evidence or records were left to explain tribes' way of life? <p>The Cherokees (p. TN 22)</p> <ul style="list-style-type: none"> What was the largest Indian nation in Tennessee and the Southeast? Where did the smallest tribes live? Who were the principal people and what was the meaning of their name? <p>A Culture in the Mountains (p. TN 22)</p> <ul style="list-style-type: none"> What was the Cherokees' main source for food? What were some major crops grown by the Cherokee? What were some of the role for men, women, and boys? 	<p>Travel and Trade (p. TN 23)</p> <ul style="list-style-type: none"> How did Native Americans use rivers? How many clans were the Cherokee society divided into? Where did the clans get their names from? How did marriages work in the Cherokee Tribes? What was the role of uncles among Cherokee tribes? <p>Summer and Winter Homes (p. TN 24)</p> <ul style="list-style-type: none"> What determined the types of home Cherokees had? What was the wattle and daub method? What types of hoes did the Cherokee have in the summer? What types of homes did the Cherokee have in the winter? What did natives do to survive in the winter? What was the purpose of a palisade? 	<p>Cherokee Government (p. TN 25)</p> <ul style="list-style-type: none"> What was the difference between a village chief and a principal chief? What was the responsibility of the council? What was the purpose of a council house? What measure could be taken to reach harmony among the Cherokees? <p>Beloved Women (p. TN 25)</p> <ul style="list-style-type: none"> How were Cherokee women perceived among their tribes? What was a Beloved Woman? What was Black Drink? Who was Nancy Ward?
Suggested Protocols and Resources	Back to Back Face to Face	Think, Pair, Share	Back to Back Face to Face
Extension Activities	Students will read Cherokee in the United States and answer text dependent questions. Students will list key ideas and details about Cherokee people using a Bubble Map template . Students will then use their graphic organizer to construct an informative writing piece about Cherokee people.		
Additional Recourses	Cherokee Tribes		

Assessment	Students will write the answer the prompt: How was life for people of the Cherokee nation and how did they govern themselves?
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Week 5: Pre-Colonial Tribes-Chapter 2		
Essential Question(s)	How were other native American Tribes similar to the Cherokee nation? How did tribes used the land to meet their needs?	
Texts	Textbook: Gibbs Smith: 5th Grade Tennessee Through Time (Username: shelby5@scs.org Password: county)	
Standards	5.26 Explain how the name "Tennessee" originated from the Yuchi language, referring to where the rivers come together. C, G, H, T 5.28 Identify the pre-colonial American Indian tribes residing in Tennessee (e.g., Cherokee, Chickasaw, Creek, and Shawnee), and analyze their various customs and traditions. C, E, G, H, T	
Vocabulary	Chickasaws, culture, Creek Indians, ceremonies, Shawnee Yuchis, ancestor, explorers	
Teacher Guided Text Specific & Text Dependent Questions	<p>The Chickasaw People (p. TN 26)</p> <ul style="list-style-type: none"> Where did the Chickasaw live? How were the needs of the Chickasaws met? How were the Chickasaw and Cherokee alike? How were they different? <p>Leaders and Warriors (p. TN 26)</p> <ul style="list-style-type: none"> Which men of the Chickasaw village had great power? What did Chickasaw boys learn about showing bravery? Who were the fiercest warriors of the Southeast? 	<p>The Muscogeas (Creek) (p. TN 28)</p> <ul style="list-style-type: none"> In what part of Tennessee did the Creek Indians live? What other states did the Creek Indians live? What type of tribe did the Creek Indians form? Who gave the Creek Indians the name Creek and why? How were the Creek Indians similar to the Cherokees and Chickasaws? What happened as Creek Indian populations increased in an area? <p>Forced Out of Tennessee (p. TN 28)</p> <ul style="list-style-type: none"> What type of relationship did the Creeks have with the Cherokees? What happened to American Indians as a result of white settlers from Europe coming to America? Why did Cherokees and Chickasaws work together? What tribes were impacted by the union of the Cherokees and the Chickasaws?
		<p>The Shawnees (p. TN 29)</p> <ul style="list-style-type: none"> Where did most Shawnee people live? Why did the Shawnee people move from their original locations? Where did Shawnee people relocate? What tribes did the Shawnee people experience conflict with? What happened as a result of the conflict the Shawnees experienced? <p>The Yuchis (p. TN 29)</p> <ul style="list-style-type: none"> Where did the Yuchis people initially live? How were the Yuchis similar to other Tennessee tribes? Where did the Yuchis move over time and why? <p>Tana-tsee Becomes Tennessee (p. TN 29)</p> <ul style="list-style-type: none"> Where did the word Tennessee originate from? What does the word refer to? What is a confluence? What is the meaning of Tana-tsee? <p>Respect for the Earth (p. TN 30)</p> <ul style="list-style-type: none"> What did Americans Indians not trade and why? What things had spiritual meaning to the American Indians? How did life for American Indians change with the seasons? What big change was in store for American Indians?
Suggested Protocols and Resources	Back to Back Face to Face	Think, Pair, Share
Extension Activities	1) Students will complete a Venn diagram to compare and contrast Chickasaws and Creeks.	

	<p>2) Students will complete a Venn diagram to compare and contrast the Shawnees and Yuchis.</p> <p>3) Students will label the different American Indian tribes on a blank map of Tennessee to determine/ identify the settlement of locations of the different tribes.</p> <p>4) Students will write to explain how tribes used the land to meet their needs.</p> <p>5) Students write a letter to a friend to explain how Tennessee got its name.</p>
<p>Additional Recourses</p>	<p>Chickasaw Migration Story: Video</p> <p>The Chickasaw Warrior Identity: Video</p> <p>Creek Indian Fact Sheet</p> <p>Shawnee Indian Fact Sheet</p> <p>Yuchi Indian Fact Sheet</p>
<p>Assessment</p>	<p>Students will write to the following prompt: How were other native American Tribes similar to the Cherokee nation?</p>

Week 6: Settlers Arrive in Tennessee-Chapter 3			
Essential Question(s)	What was the Proclamation of 1763 and how did the Cumberland Gap influence migration into the Tennessee region?		
Texts	Textbook: Gibbs Smith: 5th Grade Tennessee Through Time (Username: shelby5@scs.org Password: county)		
Standards	5.29 Explain how the Cumberland Gap and Wilderness Road influenced migration into the Tennessee region following the Proclamation of 1763. (C, G, H, P, T) 5.30 Explain the significance of the Watauga Settlement on Tennessee history, including the following: Watauga Compact, Dragging Canoe, John Sevier, and Nancy Ward. (C, E, G)		
Vocabulary	Proclamation Line, long hunters, frontier, Cumberland Gap,		
Teacher Guided Text Specific & Text Dependent Questions	<p>Arriving in Tennes (p. TN 32)</p> <ul style="list-style-type: none"> Who won the French and Indian War? What happened as a result of their win? What angered American Indians? What did the Indians want to do? <p>The Proclamation Line (p. TN 32)</p> <ul style="list-style-type: none"> Who was responsible for paying British troops who were sent to protect colonists who settled on Indian land? What happened when he could not afford to pay the British troops? What was the Proclamation Line? How did colonists feel about the Proclamation Line? Why? 	<p>Tennessee's Long Hunters (p. TN 33)</p> <ul style="list-style-type: none"> What was a long hunter? How did long hunters get their name? What is frontier? What is the Cumberland Gap? How would the Cumberland Gap benefit colonists? <p>Daniel Boone (p. TN 33)</p> <ul style="list-style-type: none"> Who is Daniel Boone? What was Daniel Boone's role during the French and Indian War? Why is Daniel Boone considered to be a famous long hunter and frontiersman? What interactions did Daniel Boone have with the Shawnee Indians? 	<p>Kasper Mansker (p. TN 34)</p> <ul style="list-style-type: none"> How did Kasper Mansker and Daniel Boone meet? What is Kasper Mansker famous? What did Kasper Mansker use to travel to Natchez? What did Kasper Mansker do in Natchez? <p>The Watauga Settlements (p. TN 34)</p> <ul style="list-style-type: none"> What inspired colonists to move across the mountains? What are some things colonists hoped to have when they moved across the mountains? Who were William and Lydia Bean? What determined where William and Lydia Bean built their cabin? Where is the Watauga River region located? What were the Watauga Settlements?
Suggested Protocols and Resources	Back to Back Face to Face	Think, Pair, Share	Back to Back Face to Face
Extension Activities	1) Students will complete the Preview Headings/ KWL Chart before reading the chapter. 2) Students will complete the Headlines Activity to write a summary of the purpose and impact of the Proclamation of 1763. 3) Students will read about Daniel Boone and create timeline of key events that happened in his life. 4) After reading about Daniel Boone, students will complete the Daniel Boone Notes Sheet as a prewriting exercise before writing a story about Daniel Boone.		
Additional Recourses	Daniel Boone's Wilderness Road: Video Cumberland Gap National Historical Park: Video Cumberland Gap: Video		
Assessment	Students will write a paragraph(s) to explain the Proclamation of 1763 and how the Cumberland Gap influenced migration into the Tennessee region.		

Week 7: Settlers Arrive in Tennessee-Chapter 3			
Essential Question(s)	What was the Watauga Compact and who did it affect? How were Nancy Ward, Dragging Canoe, and John Sevier related to the Watauga Compact?		
Texts	Textbook: Gibbs Smith: 5th Grade Tennessee Through Time (Username: shelby5@scs.org Password: county)		
Standards	5.29 Explain how the Cumberland Gap and Wilderness Road influenced migration into the Tennessee region following the Proclamation of 1763. (C, G, H, P, T) 5.30 Explain the significance of the Watauga Settlement on Tennessee history, including the following: Watauga Compact, Dragging Canoe, John Sevier, and Nancy Ward. (C, E, G)		
Vocabulary	Settlement, treaty, Dragging Canoe, Watauga Compact, John Sevier, Nancy Ward, Beloved Woman		
Teacher Guided Text Specific & Text Dependent Questions	<p>Settling in Watauga (p. TN 36)</p> <ul style="list-style-type: none"> • What did James and Charlotte Robertson cross as they traveled west? • Who traveled with them? • What were Regulators? • What did regulators want/ • Who traveled along with the regulators? • Where did the Regulators settle? • What was Watauga? Where was the land of Watauga located? • Who did the land belong before the settlement? • How did the Cherokee feel about the people setting in Watauga? • What happened as a result of the meeting with the American Indians and the leaders of the Watauga Settlement? <p>The Transylvania Purchase (p. TN 37)</p> <ul style="list-style-type: none"> • Who fought during the Revolutionary War? • Why were the two sides fighting the Revolutionary War? • What is a treaty? • What was the Treaty of Sycamore Shoals? • Who was Richard Henderson/ • Where was Transylvania located? 	<p>Land Purchases and Threats of War (p. TN 38)</p> <ul style="list-style-type: none"> • What treaty did the Cherokee sign after the Treaty of Sycamore Shoals? • What did the Watauga purchase allow? • How did Dragging Canoe feel about the signing of the treaties? <p>A Dark and Bloody Ground (p. TN 38)</p> <ul style="list-style-type: none"> • What did Dragging Canoe try to do? • What did Dragging Canoe mean by the warning: "Whole nations have melted away in our presence like ball of snow before the sun?" • What did Dragging Canoe tell Henderson and what did it mean? <p>Seeking Protection (p. TN 38)</p> <ul style="list-style-type: none"> • How did the people of the Watauga Settlements feel about the statements made by Dragging Canoe to Richard Henderson? • What motivated the people of the Watauga Settlements to prepare for war? • Why did the settlers not trust the British? • What did they do to prepare for war? <p>The Watauga Petitions (p. TN 39)</p> <ul style="list-style-type: none"> • Why did the district's leaders send letters to Virginia and North Carolina? 	<p>The Cherokee War (p. TN 39)</p> <ul style="list-style-type: none"> • What promise did the British make to the American Indians? • How did Dragging Canoe feel about the promise made by the British? • What happened as a result of the British meeting with the Indians? <p>A Chance to Leave (p. TN 40)</p> <ul style="list-style-type: none"> • What plans did the British have for the removal of the settlers? • How did the settlers respond to the demand of the British? • Meanwhile, what did Dragging Canoe, his followers, and chiefs from other northern tribes plan to do? <p>Nancy Ward Sends a Warning</p> <ul style="list-style-type: none"> • How was Nancy ward connected to Dragging Canoe? • How did Nancy Ward assist the settlers? • How did the Indian attacks unfold? • How did the states work together against the American Indians? <p>Cherokee Chiefs Ask for Peace</p> <ul style="list-style-type: none"> • How long did fighting last before Cherokee leaders asked for peace?

	<ul style="list-style-type: none"> • What is the meaning of Transylvania? <p>Daniel Boone and the Wilderness Road (p. TN 37)</p> <ul style="list-style-type: none"> • Who was Daniel Boone and who did he start to work for? • What was the Wilderness Road? • What happened as a result of the formation of Wilderness Road? • How many people traveled along Wilderness Road by 1820? 	<ul style="list-style-type: none"> • What were the letters called? • What was the Watauga Compact? • How did Virginia and North Carolina respond? • Who was John Sevier? 	<ul style="list-style-type: none"> • What was done to stop the fighting? • How did Dragging Canoe react to the treaties? • Who were the Chickamauga Cherokee? <p>Nancy Ward</p> <ul style="list-style-type: none"> • What role did Nancy Ward play during Cherokee's raid against a Creek village during the French and Indian war? • What did Nancy Ward do that inspired other Cherokees to continue fighting during the battle? • What did Nancy Ward do as Beloved Woman? • How did her name become Nancy Ward? • Where is she buried?
Suggested Protocols and Resources	Back to Back Face to Face	Think, Pair, Share	Back to Back Face to Face
Extension Activities	<ol style="list-style-type: none"> 1) Students will complete a cause and effect chart to explain the effects of Wilderness Road. 2) Students will write to explain the purpose of the Watauga Compact. 3) Students will write to explain how John Sevier, Dragging Canoe, and Nancy Ward were connected to the Watauga Compact. 		
Additional Recourses	Nancy Ward: Text and Text Dependent Questions Nancy Ward: Teacher Resource Profiles of Martin's Station (1775): "Nancy Ward": Video		
Assessment	Students will answer the prompt: What was the Watauga Compact and who did it affect?		

Week 8: Settlers and Conflict-Chapter 4			
Essential Question(s)	What was the Proclamation of 1763 and how did the Cumberland Gap influence migration into the Tennessee region?		
Texts	Textbook: Gibbs Smith: 5th Grade Tennessee Through Time (Username: shelby5@scs.org Password: county)		
Standards	5.31 Students will also describe the founding of and the obstacles faced with the establishment of the Cumberland Settlements, including: The Battle of the Bluffs, John Donelson, and James Robertson.		
Vocabulary	French Lick, James Robertson, John Donelson, Cumberland Gap, flatboat, Cumberland Compact		
Teacher Guided Text Specific & Text Dependent Questions	<p>After the Cherokee War (p. TN 42)</p> <ul style="list-style-type: none"> Who was Richard Henderson? How did he acquire land? What does it mean to survey a region? Who did Henderson hire to survey his land? <p>The Cumberland Settlements (p. TN 42)</p> <ul style="list-style-type: none"> What was the French Lick? Why did James Robertson think the French Lick was a good place? What did Robertson suggest the name of the area should be called? What is the area's name today? What plan did James Robertson and John Donelson have for traveling to the French Lick area? What were the problems with their plan? 	<p>Overland Journey (p. TN 43)</p> <ul style="list-style-type: none"> Where did Robertson's groups travel from? What was their intended destination? Who did the travel there? <p>Through the Cumberland Gap (p. TN 43)</p> <ul style="list-style-type: none"> What route did Robertson's group take to get the French Lick? How long did the journey take? What happened on Christmas Eve? How did they travel across the Cumberland River? What did the travelers do when they arrived at the French Lick? 	<p>James Robertson (p. TN 43)</p> <ul style="list-style-type: none"> Why did James Robertson and his family flee from North Carolina? What roles did Robertson play in the Watauga Settlement? Why did Robertson move west from the Watauga Settlement? Why is Robertson known as the "Father of Middle Tennessee?" Who did Robertson partner with to explore beyond the Appalachians? What relationship did Robertson have with different tribes? How did Robertson work to make peace between Indians and settlers? Where is Robertson buried?
Suggested Protocols and Resources	Back to Back Face to Face	Think, Pair, Share	Back to Back Face to Face
Extension Activities	1) Students will write to explain how the French Lick would be beneficial to settlers. 2) Students will write a journal entry as a child traveling to the French Lick with James Robertson's group.		
Additional Recourses	Cumberland Gap: Video		
Assessment	Students will answer the prompt: What obstacles did travelers face journeying to French Lick?		

Week 9: Settlement and Conflict-Chapter 4			
Essential Question(s)	What was the Cumberland Compact?		
Texts	Textbook: Gibbs Smith: 5th Grade Tennessee Through Time (Username: shelby5@scs.org Password: county)		
Standards	5.32 Explain the importance of Tennesseans (i.e., Overmountain Men) in the Battle of Kings Mountain during the American Revolution		
Vocabulary	French Lick, James Robertson, John Donelson, Cumberland Gap, flatboat, Cumberland Compact		
Teacher Guided Text Specific & Text Dependent Questions	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Traveling by Water (p. TN 44)</p> <ul style="list-style-type: none"> What was Donelson in charge of? What was unexpected about the boats? What else delayed Donelson and his group's travel? <p>A Deadly Trip (p.TN 44)</p> <ul style="list-style-type: none"> Why was traveling by flatboats dangerous? What killed many of the people traveling by boat? What did the settlers do to the sick people? What happened to the people traveling on the boat designated for sick people? What do historian think about a Cherokee village that encountered the smallpox? What are shoals? <p>The Travelers Arrive</p> <ul style="list-style-type: none"> When did the travelers reach the Ohio River? How did the people feel when they arrived? Why? How late were the boats when they arrive? How did the first group of travelers celebrate when the second group arrived? </td> <td style="width: 50%; padding: 5px;"> <p>The Cumberland Compact</p> <ul style="list-style-type: none"> When did Richardson arrive in the Cumberland Settlement? What was the Cumberland Compact? What was the role of the clerk? What were the purpose of station? Who had to serve in militia? <p>Fort Nashborough</p> <ul style="list-style-type: none"> Who was General Francis Nash? What did the name of the Cumberland Settlements change to initially? Why was it changes a second time? </td> </tr> </table>	<p>Traveling by Water (p. TN 44)</p> <ul style="list-style-type: none"> What was Donelson in charge of? What was unexpected about the boats? What else delayed Donelson and his group's travel? <p>A Deadly Trip (p.TN 44)</p> <ul style="list-style-type: none"> Why was traveling by flatboats dangerous? What killed many of the people traveling by boat? What did the settlers do to the sick people? What happened to the people traveling on the boat designated for sick people? What do historian think about a Cherokee village that encountered the smallpox? What are shoals? <p>The Travelers Arrive</p> <ul style="list-style-type: none"> When did the travelers reach the Ohio River? How did the people feel when they arrived? Why? How late were the boats when they arrive? How did the first group of travelers celebrate when the second group arrived? 	<p>The Cumberland Compact</p> <ul style="list-style-type: none"> When did Richardson arrive in the Cumberland Settlement? What was the Cumberland Compact? What was the role of the clerk? What were the purpose of station? Who had to serve in militia? <p>Fort Nashborough</p> <ul style="list-style-type: none"> Who was General Francis Nash? What did the name of the Cumberland Settlements change to initially? Why was it changes a second time?
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Extension Activities	<ol style="list-style-type: none"> 1) Students will write a to summarize the American Indian on Donelson's group. 2) Students will write a journal entry as if they were a child traveling with Donelson's group 3) Student will write a summary of the Cumberland compact. . 		
Additional Recourses	<p>Flatboats</p> <p>Cumberland Gap: Video</p>		
Assessment	Students will answer the prompt; What was the Cumberland Compact and who did it affect?		